NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I

2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are **_not_** identified as a Priority or Focus Schools.

SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: COLLINGSWOOD SCHOOL DISTRICT	School: Collingswood High School
Chief School Administrator: DR. SCOTT OSWALD	Address: 424 Collings Avenue, Collingswood, NJ 08108
Chief School Administrator's E-mail: soswald@collsk12.org	Grade Levels: 9-12
Title I Contact: Dr. Karen Principato	Principal: Mr. Matthew Genna
Title I Contact E-mail: principa@collsk12.org	Principal's E-mail: mgenna@collsk12.org
Title I Contact Phone Number: 856-962-5707	Principal's Phone Number: 856-962-5701

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

❑ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

_____   _____   _____

Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE SUMMARY INFORMATION - *ESEA§1114*

Critical Overview Elements

- The School held _____three_____ (number) of stakeholder engagement meetings.

- State/local funds to support the school were $ _____, which comprised _____% of the school's budget in 2014-2015.

- State/local funds to support the school will be $_____, which will comprise _____% of the school's budget in 2015-2016.

- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Academic Accountability Program	1 & 2	Literacy & Math Growth	100-100	50000
IXL software	2	Math Growth	100-600	6500
Instructional Staff as Support salaries	2	Math Growth	100-100	50000
Instructional Coach	1 & 2	Literacy & Math Growth	200-100	72000

SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA* §1114(b)(2)(B)(ii)

ESEA §1114(b)(2)(B)(ii): *"The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note**: A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

Add lines as necessary.

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Karen Principato	Administration	X	X		On file
Brian Kulak	Administration		X		On file
Mark Wiltsey	Title III Coordinator		x		On file
John McMullin	Principal/Community		x		On file
Colleen Harte	Math Supervisor		x		On file
Anne Rothwell	Teacher	X	x		No
Erica Hahn	Teacher		x		On file
Cyndi Evans	Teacher	X			On file
Lisa Hall	Teacher	X			On file
Steven Swern	Teacher	X			On file
					No
					No

Stakeholder/Schoolwide Committee Meetings

Purpose:
The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
9/4/14	CHS Library	Comprehensive Needs Assessment	X		X	
9/5/14	CHS Library	Schoolwide Plan Development	X		X	
6/16/15	Sharp School Library	Program Evaluation	X		X	

Add rows as necessary.

School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	Our mission is to provide the highest quality education that ensures success for every student through excellence in teaching and in learning. We are creating a strong educational foundation where our students are college and career ready.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **The school did implement the program as planned.**

2. What were the strengths of the implementation process? **All of the programs, particularly IXL and the Academic Accountability program, were overwhelmingly successful in terms of student participation. Based on concrete data, students who participated regularly in these programs were academically successful in their classes.**

3. What implementation challenges and barriers did the school encounter? **The greatest challenge was tracking data for the many students entering/exiting the programs.**

4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **Strength: Our teachers and students were enthusiastic about our extended day programs as we rolled them out in the beginning of the school year. Weakness: Not all students participated in the programs.**

5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Our stakeholders were part of the discussions, both formally and informally, throughout the entire process. There was very little resistance.**

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **We chose research-based programs based on our data and input from the entire staff. Since they were key players in the program development,**

the staff was excited for our students to have these wonderful opportunities. Staff perception was measured at monthly staff meeting as the school climate remained on our agendas.

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **The parents and community members were also excited for our students to have these wonderful opportunities. Community perception was measured at monthly PTA meetings.**

8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **group session**

9. How did the school structure the interventions? **Most programs were held for 40 minutes, from 1 day/week – 5 days/week. All programs were facilitated by highly qualified teachers.**

10. How frequently did students receive instructional interventions? **Daily**

11. What technologies did the school use to support the program? **Chromebooks, computers, IXL, various apps.**

12. Did the technology contribute to the success of the program and, if so, how? **Yes, the technology, particularly IXL and the Chromebooks, engaged our students.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Student Performance

State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11		Not Received Yet	Academic Support: Push-In/ Recommendation for Academic Accountability program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 12		Not Received Yet	Academic Support: Push-In/ Recommendation for Academic Accountability program.	This cannot be determined until we receive that 2014-2015 State Assessment results.

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				

Grade 11		Not Received Yet	Academic Support: Push-In/ Recommendation for Academic Accountability program.	This cannot be determined until we receive that 2014-2015 State Assessment results.
Grade 12		Not Received Yet	Academic Support: Push-In/ Recommendation for Academic Accountability program.	This cannot be determined until we receive that 2014-2015 State Assessment results.

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	8	14	Levelled Literacy/Referral to Academic Accountability Program	New students were enrolled into the program.
Grade 10	23	18	Levelled Literacy/Referral to Academic Accountability Program	Most students grew significantly, even if they were not proficient.

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided *did* or *did not* result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten				
Grade 1				
Grade 2				
Grade 9	37	44	Academic Support Math	New students were enrolled into the program.

Grade 10	37	26	Academic Support Math	Most students grew significantly, even if they were not proficient.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Levelled Literacy Intervention	Y	SRI Results	Students grew a grade-appropriate amount of reading levels.
Math	Students with Disabilities	Academic Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA	Homeless	Levelled Literacy Intervention	Y	SRI Results	Students grew a grade-appropriate amount of reading levels.
Math	Homeless	Academic Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Levelled Literacy Intervention	Y	SRI Results	Students grew a grade-appropriate amount of reading levels.
Math	ELLs	Academic Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA	Economically Disadvantaged	Levelled Literacy Intervention	Y	SRI Results	Students grew a grade-appropriate amount of reading levels.
Math	Economically Disadvantaged	Academic Math Support	Y	SMI Results	Students grew a grade-appropriate amount of quantiles.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Extended Day/Year Interventions – **Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
Math	Students with Disabilities	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
ELA	Homeless	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
Math	Homeless	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
Math	ELLs	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
Math	Economically Disadvantaged	Recommended to Academic Accountability Program	Y	Attendance/Report Cards	Students who attended the program passed the teacher-made assessments that they reviewed during the program.
ELA					
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Evaluation of 2014-2015 Interventions and Strategies

Professional Development – **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
Math	Students with Disabilities	Extensive from Math Coach	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
ELA	Homeless	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
Math	Homeless	Extensive from Math Coach	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
Math	ELLs	Extensive from Math Coach	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
ELA	Economically Disadvantaged	Extensive Training in literacy workshop models	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations
Math	Economically Disadvantaged	Extensive from Math Coach	Y	PD Agendas/Teacher Lesson Plans	Teacher Evaluations

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA					
Math					

Family and Community Engagement **Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Students with Disabilities	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
ELA	Homeless	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Homeless	Back to School Night/Conferences/	Y	Community Participation and Attendance at Events	Attendance at Events

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Meetings/PTA/SEPAC/ Various other parent engagement activities			
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	ELLs	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
ELA	Economically Disadvantaged	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
Math	Economically Disadvantaged	Back to School Night/Conferences/ Meetings/PTA/SEPAC/ Various other parent engagement activities	Y	Community Participation and Attendance at Events	Attendance at Events
ELA					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math					

SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

_____Matthew Genna_____ _____ _____6-30-2015_____
Principal's Name (Print)   **Principal's Signature**   **Date**

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1)."

2015-2016 Comprehensive Needs Assessment Process
Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	Teacher Recommendation, Scholastic Reading Inventory Data	Increase in proficiency rate.
Academic Achievement - Writing	Teacher Recommendation, Scholastic Reading Inventory Data	Increase in proficiency rate.
Academic Achievement - Mathematics	Teacher Recommendation, Scholastic Math Inventory/ IXL	Increase in proficiency rate.
Family and Community Engagement	Back to School Night/ Chromebook Distribution Night/ Various other activities	Attendance
Professional Development	Literacy Trainer and Math Coach	Teacher Observations
Leadership	New Principal	Change in Leadership
School Climate and Culture	Staff Discussions	Shift from fixed mindset to growth mindset.
School-Based Youth Services	N/A	N/A
Students with Disabilities	IEP Meetings	Increase in proficiency rate.
Homeless Students	I&RS Meetings	Increase in proficiency rate.
Migrant Students	N/A	N/A
English Language Learners	I&RS Meetings	Increase in proficiency rate.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Economically Disadvantaged	Free and Reduced Lunch Counts	District Report

2015-2016 Comprehensive Needs Assessment Process*
Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? **The needs assessment was done in-house through staff meetings, I&RS meetings/CST meetings/Data meetings.**

2. What process did the school use to collect and compile data for student subgroups? **Grade-level data was compiled using Scholastic Reading and Math Inventories, NJASK scores, HSPA scores and ACCESS scores. A team of teachers organized the data.**

3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **All assessments were research-based with a proven history of validity and reliability.**

4. What did the data analysis reveal regarding classroom instruction? **The data reveals that several students continue to perform poorly in the CHS math classes. Our failure rate is very high in the math classes as compared to the other subjects.**

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **The data shows that our teachers are much more focused in their delivery of instruction, particularly in the area of literacy.**

6. How does the school identify educationally at-risk students in a timely manner? **School records are reviewed before their entrance into the high school. This process helps us to identify the majority of our academically at-risk students. We also utilize our OT therapists, counselors, CST social workers and teachers for identification. Student needs are further addressed through our I&RS process.**

7. How does the school provide effective interventions to educationally at-risk students? **We use our in-class support teachers during the school day. We also recommend these students to our Academic Accountability program.**

8. How does the school address the needs of migrant students? **Currently, Collingwood High School does not have known migrant students.**

9. How does the school address the needs of homeless students? **We make sure that the families are aware of all educational services and supports that are entitled to them as they go through this rough period of time.**

10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **We discuss data and its use during staff meetings, post-observation meetings, I&RS and IEP meetings.**

11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **The eighth grade students visit Collingswood High School several times, including a High School Step-Up Day. Also, a few of the middle school classes are housed at the high school as the two buildings are connected and considered to be the secondary complex.**

12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **The data made the selection of priorities very clear. Our 2013-2014 State Performance reports revealed that our literacy and math scores were in need of improvement. We have improved significantly; however, much more work needs to be done.**

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA* §1114 (b)(1)(A)

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Poor Math Scores	Lack of Academic Focus
Describe the priority problem using at least two data sources	Report Cards SMI data	Report Cards SMI data
Describe the root causes of the problem	Sending districts are not aligned to our curriculum.	Fixed mindset needs to change to a growth mindset.
Subgroups or populations addressed	All students will be addressed.	All students will be addressed.
Related content area missed (i.e., ELA, Mathematics)	Creativity in program delivery.	Teachers find it difficult to change.
Name of scientifically research based intervention to address priority problems	www.ixl.com	Clearinghouse
How does the intervention align with the Common Core State Standards?	The academic support and extended programs are aligned to the CCCS as they are an extension of our curriculum.	The extended-day program is aligned to the CCCS as it is an extension of our curriculum.

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem		
Describe the priority problem using at least two data sources		
Describe the root causes of the problem		
Subgroups or populations addressed		
Related content area missed (i.e., ELA, Mathematics)		
Name of scientifically research based intervention to address priority problems		
How does the intervention align with the Common Core State Standards?		

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . "

2015-2016 Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) _strengthen the core academic program in the school;_					
Content Area Focus	**Target Population(s)**	**Name of Intervention**	**Person Responsible**	**Indicators of Success (Measurable Evaluation Outcomes)**	**Research Supporting Intervention** (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	I&RS/ Read180	I&RS Team/Teacher	Teacher Assessments/SRI scores	http://tinyurl.com/p9yexna
Math	Students with Disabilities	I&RS/ IXL	I&RS Team/Teacher	Teacher Assessments/SMI scores	http://tinyurl.com/m6bju4m
ELA	Homeless	I&RS/ Read180	I&RS Team/Teacher	Teacher Assessments/SRI scores	http://tinyurl.com/p9yexna
Math	Homeless	I&RS/ IXL	I&RS Team/Teacher	Teacher Assessments/SMI scores	http://tinyurl.com/m6bju4m
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	I&RS/ Read180	I&RS Team/Teacher	Teacher Assessments/SRI scores	http://tinyurl.com/p9yexna
Math	ELLs	I&RS/ IXL	I&RS Team/Teacher	Teacher Assessments/SMI scores	http://tinyurl.com/m6bju4m
ELA	Economically Disadvantaged	I&RS/ Read180	I&RS Team/Teacher	Teacher Assessments/SRI scores	http://tinyurl.com/p9yexna
Math	Economically Disadvantaged	I&RS/ IXL	I&RS Team/Teacher	Teacher Assessments/SMI scores	http://tinyurl.com/m6bju4m
ELA					
Math					

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
Math	Students with Disabilities	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
ELA	Homeless	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
Math	Homeless	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
Math	ELLs	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114(b)(I)(B) increase the amount and quality of learning time, such as providing an <u>extended school year and before- and after-school and summer programs and opportunities</u>, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Economically Disadvantaged	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
Math	Economically Disadvantaged	Academic Accountability Program	Teacher	Formative Assessments	http://tinyurl.com/klbm4gk
ELA					
Math					

*Use an asterisk to denote new programs.

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Literacy PLC	Principal	SGOs, SGPs, PARCC, SRI	http://tinyurl.com/p9yexna
Math	Students with Disabilities	Math Coach	Math Coach	SGOs, SGPs, PARCC, SMI	Clearinghouse
ELA	Homeless	Literacy PLC	Principal	SGOs, SGPs, PARCC, SRI	http://tinyurl.com/p9yexna
Math	Homeless	Math Coach	Math Coach	SGOs, SGPs, PARCC, SMI	Clearinghouse

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and <u>ongoing professional development</u> for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Literacy PLC	Principal	SGOs, SGPs, PARCC, SRI	http://tinyurl.com/p9yexna
Math	ELLs	Math Coach	Math Coach	SGOs, SGPs, PARCC, SMI	Clearinghouse
ELA	Economically Disadvantaged	Literacy PLC	Principal	SGOs, SGPs, PARCC, SRI	http://tinyurl.com/p9yexna
Math	Economically Disadvantaged	Math Coach	Math Coach	SGOs, SGPs, PARCC, SMI	Clearinghouse
ELA					
Math					

*Use an asterisk to denote new programs.

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*
(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **The Superintendent, Title I Director, Collingswood High School Principal, and teacher representatives will evaluate the program. The review will be conducted internally.**

2. What barriers or challenges does the school anticipate during the implementation process? **The biggest challenge continues to be the culture shift from a fixed mindset to a growth mindset.**

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **The stakeholders have already bought into these new academic programs because they have consistently participated in the conversations.**

4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Staff Survey**

5. What measurement tool(s) will the school use to gauge the perceptions of the community? **PTA Meetings**

6. How will the school structure interventions? **In addition to the In-class supports, the extended-day interventions, such as the Academic Accountability program, will occur daily. There will also be an I&RS meetings, CST meetings, ScIP and HIB meetings to help with the necessary interventions.**

7. How frequently will students receive instructional interventions? **Daily**

8. What resources/technologies will the school use to support the schoolwide program**? IXL, Read 180, System 44, Chromebooks, laptops, various apps.**

9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Report Cards, SMI scores, SRI scores.**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Staff Meetings, PTA Meetings, Emails, etc.**

SCHOOLWIDE COMPONENT: Reform Strategies *ESEA* §(b)(1)(B)(i-iii)

Provide a separate response for each question.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)	
ELA	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	Center for Research in Educational Policy	
Math	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	NCTM	
ELA	Homeless	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	Center for Policy
Math	Homeless	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	NCTM
ELA	Migrant	N/A	N/A	N/A	N/A	
Math	Migrant	N/A	N/A	N/A	N/A	
ELA	ELLs	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	Center for Policy

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)	
Math	ELLs	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	NCTM
ELA	Economically Disadvantaged	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	Center for Policy
Math	Economically Disadvantaged	Students with Disabilities	CSAT/ Collingswood SEPAC	Principal/ CST Director	SAT scores, PARCC	NCTM
ELA						
Math						

Use an asterisk to denote new programs.

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

2015-2016 Family and Community Engagement Narrative

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **The programs invite community members to get involved in the academic lives of the students. Community members during these well-attended functions.**

2. How will the school engage parents in the development of the written parent involvement policy? **This occurs during the NCLB IASA meeting.**

3. How will the school distribute its written parent involvement policy? **The policy will be posted on our website and emailed home.**

4. How will the school engage parents in the development of the school-parent compact? **This occurs during the NCLB IASA meeting.**

5. How will the school ensure that parents receive and review the school-parent compact? **The compacts must be signed and returned to school.**

6. How will the school report its student achievement data to families and the community? **Data is shared through parent/teacher meetings, the NJ School Report Card, newsletters, and upon request.**

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III**?   Letters would be sent home to all parents.**

8. How will the school inform families and the community of the school's disaggregated assessment results? **Assessments results are shared at parent/teacher meetings and Board meetings.**

SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA* §1114 (b)(1)(F)

9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **Parents will be invited to the planning committee meeting.**

10. How will the school inform families about the academic achievement of their child/children? **Report Cards, Interim Reports, parent/teacher communication logs, conferences, meetings**

11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **N/A**

Provide a separate response for each question.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	118	
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by *ESEA* (education, passing score on ParaPro test)	N/A	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by *ESEA* (education, passing score on ParaPro test)*	N/A	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA* §(b)(1)(E)

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
-Administrators attending various job fairs. -Strong administrative support for excellent teachers. -Appropriate professional development based on the needs of our teachers.	District Administrators Principal